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FARMS AND VILLAGES OF SWEDEN

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Sweden has its own way of doing things. In many respects that country is one of the pleasantest in Europe. There, more than almost anywhere else, except in Denmark and possibly Norway, one feels that the people as a whole are comfortable and free from worries. Poverty is indeed found in Sweden, just as elsewhere, but one is not oppressed by it as one is even in such countries as England and France. A journey in Sweden gives one the feeling that altho the rich are not very rich, neither are the poor very poor. In addition to this, one feels that, on the whole, life is well worth living there, for practical comfort is combined not only with beauty, but with a gracious, friendly cooperative way of living. One would have to travel far to find a public building more attractive than the great City Hall of Stockholm. Standing on its little peninsula and flanked by a bay swarming with boats, it is one of a few great buildings which impress themselves indelibly upon the memory of the thoughtful traveler. One would also have to travel far to find people more polite and intelligent, or more ready for helpful, mutual cooperation, than those one meets in Sweden.

THE SCARCITY OF VILLAGES

One of the peculiarities of Sweden is the scarcity of villages. As I drove from Stockholm toward the west one summer, three things especially impressed me. The first was the quiet beauty of the agricultural landscape with its green fields, many cattle, and frequent tracts of woodland. The second was the constant succession of lines of boulders and other rough materials marking little moraines where the icesheet temporarily stopped in its last retreat. The third was embodied in the remark of one of my companions—"Do you realize that for the last two hours we have scarcely seen a village?" Of course we were not driving at the break-neck speed of America.

You do not do that in Sweden. But we had gone far enough so that normally we would have seen a number of villages. We had seen plenty of farms, for we were driving thru a well populated region where a large share of the land is under cultivation. Moreover, this same scarcity of villages is characteristic of many other parts of Sweden, altho it is not universal.

It seems as if Sweden would need agricultural villages. Such a village is primarily a place where the people who till the land buy and sell, and hold the gatherings that are a necessary part of their religious, educational, political, and social development. It is also a place where the farmers can find the specialized persons whom they need as physicians, carpenters and other experts. In the old days, when most of these needs were less fully met than now, Sweden had plenty of villages. There, as in many other European countries, a large part of the land was owned by a small upper class. Near each simple but comfortable manor house there was generally a village occupied by farmers who went out to the fields by day and returned to the village at night. Two centuries or so ago a great change occurred in this respect. Many large estates were broken up and the land was gradually distributed among the peasants. In the last century there was another change of equally great significance. Previously each peasant often cultivated a considerable number of small fields scattered about here and there. In the middle of the nineteenth century exchanges of land were made in such a way that each peasant owned a solid block of fields and woods. As a result of these two changes the great majority of the peasants left the villages and settled on their farms. Some estates, to be sure, still persisted, and are still the site of typical agricultural villages. Other villages persisted because they were needed as centers of local industry. Nevertheless, the agricultural village was wiped out to a degree unrivalled in most parts of the world.

THE SCATTERED LOCATION OF VILLAGE ELEMENTS

In spite of this peculiar condition the essential elements of the farm village are all present in Sweden, and are well developed. They tend, however, to be widely scattered and separated. As one drives along, he sees a white church standing on a grassy knoll behind a line of magnificent trees. On a Sunday, the road in front of the church is lined with a great many farm wagons, and a few parked cars. Scores of bicycles rest on the grass or against the trees and the church. The Swedes have more automobiles than any of the other

European countries except France, Great Britain and Denmark. Nevertheless, most of the farmers still drive horses, and have no thought of buying cars. After the church service the minister reads a list of engagements, marriages, births, and deaths. He also announces local appointments to official positions, and reads any new laws that may have been promulgated. The church is still an official agency of the state. After church two duties—or pleasures, as the case may be—are rarely neglected. One is the interchange of greetings, news and gossip with one's neighbor, and the other is the process of bargaining for the sale of horses, cows, pigs, or other desirable property.

Near the church there is generally a parsonage; a doctor may live closeby. A couple of hundred yards down the road you will discover a store, altho at first you may pass it by as merely a house. In that same neighborhood there may be an assembly hall, and the houses are closer together than elsewhere. There are no cross streets, however, and the general impression as you drive along is that you are among farms and farm houses all the time.

A mile or two farther, at the foot of a hill several hundred yards from the main road, a large white building attracts your attention. It is flanked by woods on one side and by open fields on the other. Near it are two houses which look small compared with their big neighbor, but are really of fair size. They are conspicuous not only because they stand beside the big building and have no barns, but because they are white. When you inquire, you discover that we Americans are by no means the only people who have recently made great strides in rural education. The Swedes have forged ahead in building school houses as well as in other respects. This great building standing far out in the open country is a school house which serves a farm district of considerable size. The houses beside it are the homes of the teachers. The children come to school in all sorts of ways. Some on foot, or on bicycles, some driving in farm wagons, some on their own ponies and some in motor cars. How many come in buses I do not know, but in this respect as in many others, old habits are rapidly giving way to new, and Sweden is well in the front in adopting new methods.

PICTURESQUE RED FARMSTEADS

The farms themselves in Sweden are often, altho not invariably, attractive as well as interesting. To the geographer, and to everyone else who is interested in the problem of how people live,

farms are everywhere a fascinating study. In many countries, however, they give one a feeling almost of despair. They may be picturesque, but the buildings are poor, the methods of caring for fields, animals and tools are slipshod, and the results in the way of comfort are very scanty. In Sweden, too, this is sometimes the case, but not as a rule. Some farms look genuinely rich. A far greater number look comfortable. Comfort is perhaps the keynote of the rural landscape in Sweden. The farm buildings are made of wood. It would be a waste of energy to use brick or stone in a country where good timber, usually pine, is everywhere available. Only in rare cases, however, can one see the wood itself, for it is covered with red paint. In this respect Sweden reminds one of northern New England. The motorist in Maine or New Hampshire is often impressed by the fact that in many districts practically all the farm houses are neatly painted. He wonders how the farmers in such a land of hayfields, forests, and scanty crops can afford to have such spick and span white houses. His eyes tell him, however, that somehow or other they manage to find not only a little money to buy paint, but enough energy to put the paint on the walls. In this respect northern New England and Sweden are much alike except that the white paint of New England is replaced by red in Sweden.

The redness of the paint reminds one that Sweden is famous for its iron. Red paint was used originally because the form of iron ore known as red ochre was easily available. Hence red paint was cheap.

In one respect, the Swedish farms are quite different from those of northern New England. In Maine, Vermont, and New Hampshire, it has long been the style to connect all the farm buildings. A rather small house is flanked by a woodshed, which is filled to the roof with carefully cut fire wood. Then comes the carriage house and after that the huge barn. Often the hen house takes the form of an "L" attached to the barn, while the pigs find a home underneath. Thus everything is under one roof—an excellent scheme in cold weather when the snow is deep.

Farther west and south in the United States, the house and the barn are less friendly. They may stand a hundred feet apart. Sometimes the house is on one side of the road and the barn on the other, an arrangement which is convenient in winter because no snow has to be cleared between the barn and the road. On American farms where the house stands by itself the barn is generally surrounded by a flock of chickens. I do not mean chickens with feathers, but what might be called chicken-buildings in the form of hen houses, pig

houses, corn cribs, wagon sheds, and a host of others. Sometimes a single barn is surrounded by ten or fifteen out-houses. Often, alas, the out-buildings and even the barn are unpainted. In Sweden the arrangement of the farm buildings is of this same type. As a rule the farmers in the better sections apply red paint to most of the small buildings as well as the large. The barns have to be large because the cool summers favor a farm economy in which livestock play a large part. Hence many fields are devoted to hay, and there must be big barns to hold the hay. Nothing is more characteristic of the Swedish farm scene than the horizontal poles a few feet above the ground on which hay is hung to dry when wet weather makes it hard to cure the hay on the ground.

Contrasts of color are one of the most attractive features of the scenery in Sweden. The red houses and barns form a beautiful contrast to the light green fields and dark green woods which are never far away. In summer the contrast is not so striking as that between the white houses of Maine and the similar woods and fields. In winter, however, the Swedish landscape blossoms into a superb contrast just when the white houses of America disappear. As soon as the snow falls, the red color of the buildings introduces into the landscape an element of extraordinary beauty.

LIFE ON A FARM

How do the people live in these red farm houses? Not very differently from the way in which the farmers live in the northern United States. It must always be remembered, however, that the way in which our northern farmers live is almost unique. Even in these days when the business of farming is depressed, our farmers still enjoy a degree of comfort almost unrivalled except in Scandinavia. If you introduce yourself graciously at almost any of the red farmhouses in Sweden, you are almost sure to be led cordially into the best room. You note at once how clean everything is. The room probably has an unused appearance, as is so often the case in the "parlors" on our own farms. The chairs are a bit stiff, the room is a bit dark, the table and mantle are crowded with ornaments. Generally there are pictures on the wall, and almost always photographs, which may be those of members of the family in America. Books are not numerous, but generally there is evidence that there is some reading.

If you are fortunate enough to be invited to a formal dinner, it will probably begin with "smörgåsbord." This is a generic name for

the cold meats, relishes, pickles and other delicacies which are offered to you before the real meal begins. At ordinary meals this custom is no longer observed, and even on special occasions it is dying out. Of course it tends to make people eat too much, but there is a sort of friendliness about it. You stand around and help yourself to a sardine or a piece of cold chicken and a pickle or two. While you are doing so the "ice is broken," and you get acquainted.

I have spoken repeatedly of the comparative comfort in which the Swedish farmers seem to live. What is the reason for this? It is not because the farms are large. They are small compared with those of America, altho large compared with most parts of Europe. But size alone is not sufficient to explain the difference between the feeling of comfort which one gets on a Swedish farm and the feeling of poverty which impresses you in the peasant villages of Poland, Rumania, or Greece. Part of the difference lies in the fact that the Swedish climate is favorable to the keeping of cattle. Another part is due to the fact that because of race, climate, or long established social usage the Swedes are very hard workers. Altho I know of no statistics on the matter, I feel certain that if the rate of work and hours of work could be accurately measured, the Swedish farmer would be found to do far more than the corresponding farmer in Sicily, Turkey, or Russia.

In addition to this, the combination of forestry and farming in the same region helps to make the Swedes comfortable. By no means all the Swedish farmers enjoy this advantage. Nevertheless, a great many own wood lots where they work in winter, or else find employment as helpers in some other phase of Sweden's great lumber industry. There is so much work of this kind that Sweden suffers much less than might be expected from the enforced idleness which would otherwise occur during the long period when the days are short and the weather is cold. People with another temperament or differently trained might not profit in this way, but certainly among the Swedes the combination of farming and forestry helps to keep the people busy most of the year. Perhaps, too, the Swedes owe part of their comfort to the fact that they are less sociable than are people who live the concentrated type of village life which one finds in most of Europe. This is a natural result of their comparative isolation—each family on its own farm. It may be a loss in some ways, but it is a gain in others. Perhaps it is fair to say that Swedish farm life is characterized mainly by hard, steady, intelligent work and comfortable but not elaborate living.

HOW A STUDY OF COCOA LED TO A STUDY OF OTHER FOODS

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When the fourth grade children visited a local candy and cocoa factory to determine how cocoa is made, their interest was stimulated along several lines. They were interested in the source of power which set the machinery in motion, and in the trains which arrived at the back door of the factory. The interest, however, did not stop there. The daughter of the owner of the candy factory brought some vanilla beans from her father's factory to school and remarked that her father said that the prepartion of vanilla for market and making the extract was as interesting a story as that of cocoa. The children proceeded to determine the area where these beans were grown. Then they learned how they were grown, gathered, cured, sorted according to size, tied into bundles which resembled fat ears of corn, and put into tin containers which in turn were placed in wooden cases. The journey of the beans was traced from the vanilla plantations in eastern Mexico, where they were taken by a caravan of pack mules to the coast and shipped to the United States. The class was greatly surprised to learn that altho most of the vanilla beans grown are used in making extract, yet many are used in their raw state for flavoring chocolate, and some are used in making perfumes or scenting soap.

The story of how Montezuma, the proud ruler of the Aztecs, sat upon a low stone bench set with jewels, and drank from a golden cup a beverage made from vanilla and cocoa proved as interesting as a fairy tale.

A study of the other ingredients used in the manufacture of milk chocolates developed as follows:

A. A brief study of sugar
   1. Determining the source of sugar
      a. Tracing the route from Cuba and the Philippines to Milwaukee
      b. Finding how sugar cane in Cuba is grown and transported by natives in huge carts to the refinery
      c. Learning why farmers in Wisconsin grow sugar beets instead of sugar cane.

         Why doesn't the candy factory we visited use sugar made in Wisconsin?

2. Utilizing the resources of the community to make the study of sugar more meaningful
   a. Seeing slides of the sugar industry in Cuba and the Philippines*
   b. Viewing a miniature sugar plantation at the museum
   c. Seeing a motion picture of the sugar industry in the Hawaiian Islands showing the preparation of ground for planting; cutting up of seed cane and planting; irrigation ditches and irrigating sugar cane; harvesting; hauling cane to mill; interior views of mill*
   d. Making a collection of the different kinds of sugar sold in the neighborhood stores
      (1) Why is some sugar white and other brown?
      (2) How is loaf sugar made?
      (3) How is pulverized sugar made? (Rolling some granulated sugar until it was powdered)
      (4) What are the most important uses of sugar?
3. Providing first hand experiences to make study of sugar more vivid:
   a. Visiting a sugar bush near Milwaukee and witnessing tapping, drawing, and boiling the sap
   b. Making maple sugar in classroom
      Selling enough maple sugar to pay for syrup
   c. Writing to a beet factory in Wisconsin regarding the extraction of sugar from sugar beets
      Learning from the manufacturer the main steps in the process of extracting sugar from sugar beets and determining that it was too difficult a process for the class room
   d. Eating sugar cane grown in the South

B. A detailed study of milk
   1. Locating sources of milk used in the manufacture of chocolate made in the candy factory visited
   2. Visiting a modern dairy farm to learn
      a. The kinds of cows the farmer keeps and the care he gives them
      b. The importance of cleanliness in a dairy (cows, workers, milking utensils, stables, milk room)
      c. That some farmers have milking machines and electric fly killers

* Slides and motion pictures are loaned by the Milwaukee Public Museum.

d. How farmers can be sure that the milk they sell does not contain tuberculosis bacteria
e. How a separator works

3. Visiting a dairy plant to find out
   a. The source of its milk supply
      Learning that the territorial area of the plant is over thirty miles and determining this distance from Milwaukee
   b. The various departments
   c. The important processes in the production of dairy products
   d. How milk is transported to the plant
4. Working the following problems (formulated by the teacher) related to the visit to the dairy plant
   a. You saw the large cans of milk in the receiving room. How many gallons of milk do you think one of those cans holds? How much would you have to pay for one of those cans?
   b. You were all interested in the bottle washing machine. Our guide told me that one machine washes 160 bottles in a minute. How long would it take you to wash one bottle? How long would it take to wash 160 bottles? The dairy has two bottle washing machines. How many bottles can they wash in one minute?
   c. How many read the booklet that our guide gave us? Did you read that it claims one quart of milk is equal to eight eggs, or two pounds of chicken?
      How much must you pay for eight eggs? For two pounds of chicken? How much cheaper is milk than these foods?
   d. How much milk should a child drink daily? Grant says he drinks six glasses of milk daily. Is that more or less than one quart? How many quarts of milk does Grant drink in one week?
   e. Lewis wants to know why they put salt into butter. Can anyone tell him? Our guide told us that the dairy uses three pounds of salt for every one hundred pounds of butter. They make seven hundred pounds of butter at a time. How many pounds of salt do they use every time they churn?
5. Engaging in activities stimulated by trip to dairy plant
   a. Pasteurizing milk in the class room
      (1) Why was the name given to this process?
      (2) How can you tell when the thermometer registers 145°?

(3) Which is better for children: pasteurized milk or milk fresh from the cow?

b. Testing milk for butter fat with a Babcock Milk Test. Learning something about Mr. Babcock who lived in Wisconsin

c. Making butter in class room

(1) Comparing the taste of butter seasoned with salt and without salt

(2) Drinking butter milk and determining why it is not as nourishing a drink as sweet milk

(3) Telling the third grade about our study of milk. Serving buttered crackers for refreshments

6. Answering questions which grew out of an interest in milk, such as:

a. Why is Wisconsin the leading dairying state?

b. How is Wisconsin milk condensed and powdered?

c. What is the difference between grade "A" and grade "B" milk?

d. Why is milk called the perfect food?

e. Why does the candy factory and the dairy plant pasteurize milk and sterilize the empty cans?

f. What are the principal animals that furnish man with milk? Locating on the map the places where they are found

C. Some other uses of milk

1. Making of ice cream

a. Visiting an ice cream plant

(1) Viewing the process of making ice cream

(2) Finding how several different flavors are put in an ice cream brick

(3) Examining ice cream molds and learning how Santa Claus, bells, and sleighs are made out of ice cream

b. Working problems in arithmetic which grew out of the visit to an ice cream plant

c. Making ice cream in class and determining whether it would have been cheaper to have bought the ice cream than to have bought the ingredients and made it

(1) Why do we put salt on ice to freeze ice cream?

(2) Was salt used in the ice cream plant we visited to freeze ice cream

2. Making of cheese

a. Visiting a grocery store and finding out the different kinds of cheese for sale and the countries producing them
b. Eating different kinds of cheese
(1) How is cheese made?
(2) Is the cow the only animal whose milk is used in making cheese?
(3) Why does Roquefort cheese have a peculiar flavor?
(4) Why is Edam cheese red?
c. Seeing a motion picture of the manufacture of Cheddar or American cheese, in Wisconsin
Operations shown include: delivery of milk to factory where it is strained and run into vat; addition of "starter" and rennet to coagulate the milk; cutting of coagulated milk with special knives; draining of whey from curd; "matting," milling, salting and stirring of curd; placing mellow curd in molds—(daisies and longhorns); pressing and drying the cheese; preparing cheese for market.
d. Determining why Wisconsin is a great cheese producing state
(1) What are some of the chief factors in the production of cheese?
(2) Why is there so little cheese manufactured in the extreme southeastern part of Wisconsin and in the northern part of the state?

The interest in dairying in the United States created an interest in other dairy countries which led to the following activities:

A. Studying Holland as an important dairying country
1. Determining why Holland is a great dairy country
a. Locating the Netherlands on an European map and learning that Holland is only a part of the Netherlands
b. Determining why the soil is very fertile
Tracing source of Rhine River and finding out how a delta is formed
c. Learning the care that the Dutch give their cattle
d. Determining how the Dutch are reclaiming the Zuider Zee to give more land for pasturage
(1) How are dikes constructed?
Listening to the poem, "How Peter Saved the Dyke"
(2) How does a windmill work? What are other uses of windmills?

(3) Why are gasoline engines replacing Dutch windmills?
(4) How could Lake Michigan be drained?

2. Seeing slides and a motion picture relating to life in Holland
   a. Discussing slides of the cheese market of Alkamaar
      (1) Are all the red cheeses on the rocking horse racks shipped to the United States?
      (2) How do the peasant farmers bring the cheeses to market and what do they buy with the cheese money?
      (3) Do farmers use most of their milk for making cheese?
   b. Discussing slides showing pastoral life in Holland
      (1) Why are the costumes in different provinces different?
      (2) Does everyone in the Netherlands wear wooden shoes and quaint costumes?
      (3) Why are peasants discarding their native costumes?
      (4) Is it cruel to make dogs in the Netherlands draw carts?
         (a) Finding that carts and harness are built under specifications furnished by law so that the load is balanced and the strain reduced to a minimum
         (b) Comparing uses of draft dogs and draft horses
   c. Discussing a motion picture of *Children of Vollendam* which led to the following activities:
      (1) Dressing in Dutch costumes and wooden shoes bought in the Netherlands and posing for children in the art class
      (2) Learning a Dutch folk dance and singing Dutch folk songs

B. Studying Switzerland, another dairy country
   1. Discussing ceremonials in Switzerland attending the departure for May Pastures
      Why are cattle driven to the higher Alps in June?
   2. Answering questions growing out of an interest in Swiss dairying
      a. Why is most of the milk in Switzerland used in making cheese, condensed milk, and milk chocolate?
         Where do the Swiss get the cocoa for the manufacture of milk chocolates?
      b. Do many Milwaukee stores sell Swiss cheese and milk chocolates?
      c. Why are stones placed on the roofs of Swiss chalets?

d. Why is Green County, Wisconsin, sometimes called "Little Switzerland?"
   (1) 70 per cent of the domestic supply of Swiss cheese produced there
   (2) Many of the cows wear old world bells
   (3) The Swiss in New Glarus, Green County wear their native costumes on certain Swiss holidays and keep alive some of the Swiss customs

3. Determining why the Swiss can't make a living by farming alone
   a. Discussing the danger of avalanches and some of the difficulties of farming a mountainous country
   b. Comparing the sea as a friend and an enemy of the Dutch with the mountains as a friend and enemy of the Swiss. How have the Swiss overcome their enemy?
4. Showing slides of Swiss chalets, grazing in Switzerland, Switzerland's glaciers, Alpine peaks, railroad tunnels, mountain lakes, mountain highways and mountain hotels
5. Seeing motion pictures of Swiss scenery taken by one of the parents

Because there was a keen interest in Switzerland, the class visited a Swiss bazaar. The proprietor of the store told the children incidents of his boyhood in Switzerland. He allowed the children to examine his merchandise and answered their many questions concerning it. Many of the children bought post cards of scenes in Switzerland, Swiss chocolate, and carved articles. They were amazed to learn that many of the small carved chalets were more expensive than the larger ones and wanted to know why. The high price, too, of the eidelweise surprised them. The reason for each was determined.

Later one of the mothers who had attended an elementary school in Switzerland told about her experiences there. The class was surprised to learn that unlike the Netherlands, Switzerland has no national language. By consulting the map it was easy for them to determine why German, Italian, and French are spoken.

As the literature of the country gives one an insight into the lives of the people, the teacher told the class about William Tell and read parts of *Heidi,* by Spyri. The story of William Tell gripped the interest of the boys so much that they gave an informal dramatization (without costumes or stage properties) for the girls.

The music teacher played victrola records of yodels for the chil-

dren and taught them a Swiss folk dance. The children were led to see how the physiography of Switzerland was reflected in their music.

SUMMARY

There is not space to give an account of all of the activities which grew out of the study of cocoa. If children become interested in the tracing of foods to their sources, the teacher may be showered with food containers or their labels. It will be easy, then, to stimulate an interest in every continent. However, in order for any activity to lead to other worthwhile enterprises, teacher guidance is of the utmost importance. Hours may be spent in trying to anticipate the probable outcomes of possible activities. As far as the teacher is able, she should keep in mind the children's view points, their reactions, the questions they might ask and probable answers. If questions are raised that have different ways of being looked at, she should try to think how to get the children to consider all the known facts that are easy enough for them to understand. By following children's leads some of the outcomes are different from those anticipated. It would be interesting for the purpose of study for a teacher to keep her original plan and to compare the anticipated activities with those that actually took place as the unit progressed.

SUCCESSIVE SETTLEMENT PATTERNS ON THE SITE OF SYRACUSE*

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SECTION I. HISTORICAL GEOGRAPHY

It is the purpose of this paper to set forth briefly studies of the typical 'patterns of occupancy' which have succeeded each other on the site of the city of Syracuse and in doing this to present a method of investigation for the historical geographer, applicable with appropriate modifications, to the study of any locality.

If geography be defined as 'Human Ecology,' the resultant relationships express themselves in a 'pattern of occupance' which is the concrete, mapable expression on the earth's surface of human activities. This pattern is essentially trifold; the pattern of buildings, of means of communication and the field plan.

Such a 'pattern' is in a state of perpetual change, a change now rapid and now slow, like a cosmic moving picture, and catching a 'still' of this changing pattern is the task of the historical geographer. Historical changes are more or less rhythmic with abrupt disturbances due to wars, migration, introductions of new technics and inaugurate great changes in modes of living and hence in patterns of occupance. Periods of quiescence or of relative stability in the patterns of occupance follow periods of rapid change. It is these static periods—because they are relatively static—that are the ideal epochs for the geographer's study and interpretation.

Any pattern of occupance is fundamentally the resultant of two groups of factors: First, man's more or less conscious adjustment to his environment in solving his needs of food, clothing, shelter and the higher cultural activities. Second, the stream of biologic and cultural inheritance which is his in a given place and at a given time.

In analyzing the successive 'patterns of occupance' for Syracuse it is, therefore, first necessary to choose representative or static periods in its history and second to analyze the settlement pattern of each period in the light of the environmental adjustments and also to consider the cultural inheritance affecting each epoch.

* Presented at the Syracuse meeting of the National Council of Geography Teachers, December, 1936.

For the site of Syracuse four such successive patterns of occupance have been chosen and named for convenience from some dominant characteristic of each. These are:

I. The Indian Pattern, ?-1790.
II. The Wagon Road Pattern, 1790-1825.
III. The Canal Pattern, 1825-1850.
IV. The Railroad Pattern, 1850-present.

SECTION II. THE INDIAN PATTERN, ?-1790

The site of Syracuse lies on the margin of the Ontario Lake Plain and the hills which mark the northern edge of the Appalachian Plateau. Glacial drift covers both; swamps and bogs were originally very numerous and over the whole area stretched the primeval forest; the chestnuts and oaks of the plain mingling here with the white pines, maples and hemlocks of the uplands. It was in such a forested area teeming with deer, beaver, bear, lynx, wolf and salmon that the Five Nations—kindred tribes of Iroquoian stock—had established themselves and developed a settlement pattern a few generations before the Dutch sailed up the Hudson and built their trading posts at Manhattan island and at Fort Orange.

These Five Nations; Mohawks, Oneidas, Onondagas, Cayugas, Senecas—joined in 1715 by the Tuscaroras—spread themselves over the state in a pattern which they themselves likened unto a 'long house,' the structures which they built wherein to live. In doing this they supplanted an earlier yet basically similar Algonkian culture, the contributions of which to the later Iroquoian pattern are but little known but which must have been slight.

The Onondagas—'keepers of the central fire' of the Long House—were the tribe whose hunting grounds included the present city of Syracuse but their actual village sites lay to the south to avoid the lowland swamps. An abundant supply of wild game and fish; easily obtainable firewood, bark and saplings; drinking water; a site easy to defend, and close to waterways navigable by canoes; convenient areas of flat land near at hand suitable for planting; these were among the chief environmental factors to which the Iroquois village was related.

A village consisted of one or more 'long houses,' each occupied by the members of a single clan, often several hundred in number. The 'long house' was a rectangular structure of saplings and bark with an earthen floor and 'stalls' on either side, very much in general appearance like a dairy barn. Within the circuit of a vil-

lage the clan seems to have erected their house where they wished; there being nothing approaching a regular street pattern.

Around the village sturdy stockades of logs were built, equipped with water troughs and fighting platforms and presenting an almost impregnable obstacle to foes unequipped with firearms. It is to such fortified villages that the name 'castle' was applied by the Dutch. After the advent of the whites the Iroquois soon ceased to so fortify their villages and single log cabins gradually supplanted the huge communal 'long house.'

All of the materials for these dwellings were the product of the nearby forest. As the trees were cleared for firewood by the squaws, the fields were given up to a crude agriculture; corn, beans and tobocco being the chief crops. Every generation or so the village sites seem to have been abandoned and a new one chosen, largely because of the increasing difficulty of getting firewood as the clearings grew larger and larger.

In or near their corn fields would be found rude structures, half pit and half hut, wherein were stored the corn, beans and pumpkins. Nearby often were sugar bushes from which maple sugar was obtained in the spring.

Connecting the various villages of the Iroquois was the natural pattern of lakes and rivers, largely the product of the Wisconsin Ice Sheet. These waterways served as the main system of highways for the Indians but it was eked out by trails; footpaths trodden by the moccasined feet of generations in their countless journeys of war and peace. These footpaths, like the roads of old Rome, followed the shortest available routes between places, due account being taken of hill and cliff, of swamp, river crossing, and springs of good water.

Such, very sketchily, was the Indian 'Pattern of Occupance' at the end of the eighteenth century when the white settlers found it. Generally speaking the cultural acquirements of the Indian contributed but little to the settlement pattern developed in the succeeding period by the whites. This was the resultant of the English speaking pioneer, with all his biologic and social inheritance, developing a new occupance pattern in, and out of, the wilderness of central New York. We are calling this the Wagon Road Pattern.

SECTION III. THE WAGON ROAD PATTERN, 1790-1825

The settled parts of New York State at the end of the Revolution formed a narrow belt up the Hudson River and protruding

westward thru the Mohawk Corridor. During the stormy years of war Fort Stanwix, now Rome, had marked the western frontier of settlement, blocked hitherto by the very effective stop-gap of Iroquois opposition. The war had removed this stop-gap; Indians were confined to limited Reservations, their power forever broken; and within a decade after the Treaty of Paris a flood of white settlers had poured up the Mohawk and into central and western New York.

These settlers occupied and settled the country under a system of laws and customs inherited ultimately from Old England. A few months after the close of the Revolution—May 11, 1784 to be exact —the New York Legislature passed an act providing for the survey of the new lands acquired from the Iroquois and their divisions into townships and lots to satisfy 'claims of all persons who are or shall be entitled to grants of land.' These persons were soldiers of Washington's armies tho most of the original claims were sold to land speculators.

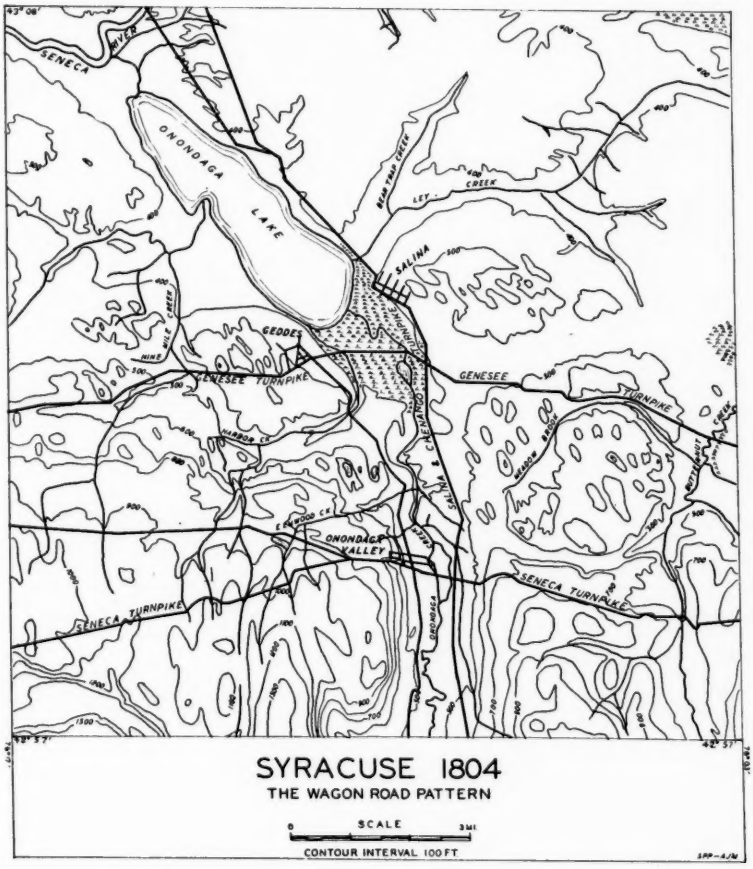
Out of this 'Old Military Tract,' in 1794 Onondaga County was formed. From the original county Cayuga, Cortland and Oswego counties were successively created, reducing Onondaga County to its present limits. The impress of these early surveys is still shown in town and county lines; every deed to real estate traces back to some original lot number of the Old Military Tract and the sprinkling over central New York of classical place names—Marcellus, Cato, Pompey—evidences the classical learning of Simeon DeWitt and his corps of surveyors.

With their inherited technics, skills and motives the white man developed a pattern of occupance utterly different from that of his Indian predecessor. With his horse and plow, domestic animals and wide range of cultivated plants his main efforts were agricultural. He also used the natural resources in differing ways and to a much greater degree than did the Indian. Among these resources were the salt deposits, the power of flowing streams and the building stone and clay beds.

In adjusting his activities to the local environment, the white man, like the Indian, for a long time avoided the swampy forest which stretched over what is now downtown Syracuse. Agricultural settlements spread themselves over the drier slopes of the plateau centering on Webster's Landing and on Onondaga Hill. The village of Salina—a mining and manufacturing hamlet—developed at the salt springs bordering Onondaga Lake where a high bluff of shale provided building sites well above the swampy flats of the

valley. The early roads all lead around the margins of this swamp or later crossed it only at great difficulty by corduroying the road bed.

The salt was originally obtained by boiling in great iron kettles. This process aided agriculture in clearing the forests; firewood for the salt blocks being brought in from as many as forty miles.



Early agriculture was largely of the subsistence type. Wheat was more widely grown than at present and grist and saw mills were very early in being established. Many of the present villages of the county—Manlius, Marcellus Falls, Skaneateles Falls—all had as their 'embryonic point of attachment,' a convenient head of water on one of the numerous streams. Such a mill, with a tannery, school, church and perhaps a tavern, formed the typical nucleus of the later village.

The extensive clearing of the forests during this period led to several subsidiary industries. Tanning of leather was one and charcoal burning was another. Charcoal provided a fuel for the local blacksmiths, and for the needs of the household.

The house pattern followed that which was usual along the forest frontier of eastern North America. Abundant pine and maple provided the material for the rectangular log cabin. Chinked with moss and clay this provided a rude but warm and comfortable home for the early settler. Such a cabin was the first structure erected within what is now the business district of Syracuse by Ephraim Webster in the spring of 1786.

Gradually the clearings around each cabin spread; pastures and grainfields developed, separated by rail fences, and soon frame structures supplanted the earlier log dwellings. At the salt wells of Salina, the waterfalls of Manlius or in the midst of flat agricultural lands as at Tully, hamlets took root; hamlets which were later to become the flourishing villages of today or to coalesce into the metropolis of Syracuse itself.

Only in the adaptation of maize and tobacco, did the frontier agriculture owe very much to the Indian culture that preceded it. But in linking up their early settlements with each other and with the older east, the first roads hewed thru the forests followed pretty generally the existing Indian trails. A culture dependent upon horses and wheeled vehicles, carried its roads over rivers and creeks by more or less elaborate bridges of wood and stone. Scattered over the more remote parts of the State is still to be found an occasional example of these old covered bridges of the past.

The great turnpikes built either by the state or by private companies date from this period. They provided the few thru highways—forerunners of canals, railroads and concrete ribbons of later epochs. Until the beginning of the century a toll gate existed on Route 5—Genesee Street—well within the present city limits and tolls were collected from the passing buggy or farm wagon for driving over its graveled surface.

SECTION IV. THE CANAL PATTERN, 1825-1850

South Salina or Bogardus Corners was the struggling little hamlet that grew up along the corduroy roads of the old Walton tract in the midst of a malarial swamp. Nearby was a mill and a log dam across Onondaga Creek, close to the present West Genesee Street bridge. Such part of the present business district as was

cleared was given over to the salt industry; the sheds for which existed there well on into the latter half of the century.

One of the early modifications of the local site by man was made in 1821 when Onondaga Lake level was lowered two feet by improving the lake's outlet to the Seneca River. This very effectively drained much of the swamp land on the valley floor, yet extensive fill to the depth of many feet has been necessary and was largely commenced during this period.

Probably no single event in the city's history has so affected the whole settlement pattern as did the construction of the Erie Canal. The demand in central and western New York for cheaper and quicker means of communication with the seaboard finally culminated in the canal's completion in 1825. It brought in thousands of laborers who later settled to work on the farms, in the salt sheds or in one or another of the new industries which followed rapidly after the canal was finished. The low canal rates stimulated freight shipments; grain, pork, lumber and whiskey, as well as salt were now shipped out of the county and agriculture slowly took on new aspects of specialization rather than its earlier character of simple subsistence crops.

One such example of specialization may be mentioned, that of teasel culture. The stiff flower heads of the teasel plant have been used since classical times for raising the nap on woolen cloth. In 1840, one William Snook introduced the teasel industry into the neighborhood of Skaneateles, a few miles west of the city. In the following years teasel growing spread to other nearby localities and long remained an important local industry. During the 40's, also, commercial tobacco growing was introduced from the Connecticut River valley onto the reddish soils along the Seneca River above Baldwinsville.

Thousands of people utilized the canal for travel; immigrants from the old world as well as from New England poured across the state to take up new lands in the far west—Wisconsin and Iowa—and Syracuse, so named in 1820 after being successively Milan and Corinth, became an increasingly important port along the water route.

Such striking changes in activities reflected themselves markedly in the street and house pattern of the city. Stone had been quarried extensively for canal construction from quarries along the rim of the Appalachian Plateau and these continued to be worked to provide materials for larger and more substantial buildings.

Among these were many connected directly with canal operations; locks, warehouses, taverns, etc., all developed along Water and Canal streets paralleling the Erie. With the gradual filling in of the swamp lands, the straightening of the creek, the elimination of some of its tributaries—such as Yellow Brook which flowed southwestward, crossing Warren street in a deep gulley just north of the Hotel Syracuse; also with the lowering of certain knolls, the rectangular street pattern characteristic of the present city began to be apparent. New and heavy industries became possible; boat building, cooperage, brewing, and brick making were all flourishing. Above all, however, the canal stimulated the making and shipping of salt. The salt making town of Salina and the canal ports of Lodi and Syracuse proper gradually merged and the village in the swamp gave its name to the resultant city.

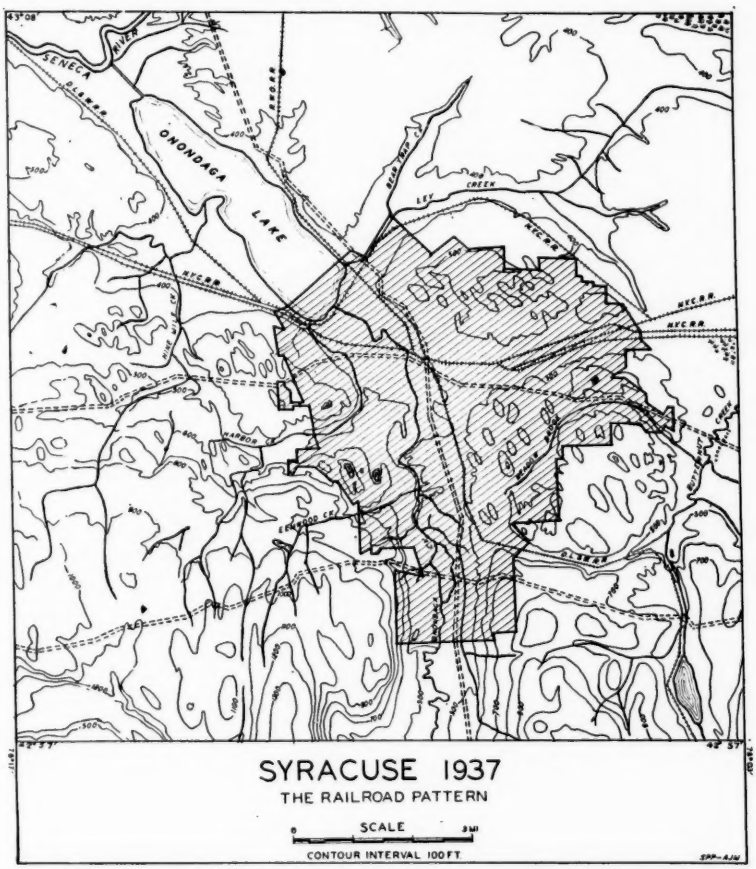
SECTION V. THE RAILROAD PATTERN, 1850-PRESENT

As early as April, 1829, there was incorporated by act of the legislature the Salina and Port Watson Railroad Company, the latter hamlet one which had grown up near Cortland at the head of navigation on the Tioughnioga River. Nothing came of this first venture in railroading but on June 4, 1839, the locomotive 'Syracuse' pulled an excursion train over the new Mill Pond Bridge on the tracks of the Auburn and Syracuse Railroad. This was only eight years after the DeWitt Clinton—great grand daddy of all succeeding '999's' and the streamlined giants of today—had puffed its first trip between Albany and Schenectady.

In 1836 a railroad was opened to Utica; in 1848 to Oswego and in 1854, upon the completion of a road to Binghamton, the railway period may be said to have really dawned. With the telegraph which reached Syracuse first in 1846, they radically changed both the functional activities of the city and the pattern of occupance itself. Railroads themselves have changed greatly during this period. Locomotives have grown larger, speedier and in the past decade streamlining has made them more attractive. Wooden rails with iron strips—producers of the dangerous 'snake heads'—have been replaced by steel. From their inception their greater rapidity drew away much of the passenger traffic from the easy going canal route and gradually the movement of freight became more and more rail borne.

Not only did this period see the decline and final extinction of the old Erie Canal as a feature in the pattern of the city and this

state but it witnessed the decay of the famous solar salt industry and the disappearance of acres and acres of salt sheds and warehouses which had been such conspicuous features of the local cultural complex. Railroads speeded up life; apparently even our grandfathers were addicted, as are their descendants, with a wild



haste to get somewhere; a characteristic of Syracuse noted as early as 1849 when one contemporary historian stated that 'Every man moved as tho he had just heard that his house was on fire.' Perhaps the almost unseemly haste (the project was not broached before the early nineties) with which the old main line of railroad has been recently supplanted by an elevated structure, is a modern example of this characteristic of hasty action.

The coming of railroads modified the whole agricultural pattern of the state. It witnessed a change to dairying—largely stimulated by the New York market—and to fruit and truck farming. Grist

mills and tanneries closed their doors and creameries and dairies sprang up all over the central part of the state.

Within the city pattern changes were very great. Both the New York Central and the Lackawanna took advantage in reaching the commercial and manufacturing areas of the city—largely on the filled and drained old cedar swamp—of natural gaps from east and south. These gaps are muck covered, flat floored channels, developed by glacial waters at the close of the Pleistocene Age. To the north railroads followed the Oswego River across the gently rolling Ontario Lake Plain to Oswego or to Watertown and farther.

Heavy industries largely dependent upon coal, access to world markets and abundant labor, followed in the wake of the rails and located chiefly along the flat lands from Solvay to East Syracuse. Among these are baking soda, pottery, typewriters, steel and agricultural machinery. At the same time the residential districts spread outward onto the hills and drumlins both to the southwest and southeast of the retail business district.

Accompanying the railroad and later greatly accelerated by the advent of the automobile, a new system of roads, built and planned with an eye to new commercial and recreational needs and in the light of the new technics in locomotion, came into being. Amid this network of steel and concrete lines, Syracuse looms as the nuclear metropolitan district of New York at the radiating point where cross many of the most important traffic routes of the state.

It shares with the other major urban areas such advantages as may accrue from being on the great historical highway of the Hudson-Mohawk Corridor, over which have moved people, products and ideas, since the days of the Indian canoe to those of the white man's airplane.

SECTION VI. CONCLUSIONS

Endeavor has been made to show how and in what way, historic changes have modified the successive settlement patterns on the site of the city of Syracuse, from that of the Onondaga Indian, thru those of the pioneer wagon days and of the Erie Canal to that of the present era of railway, automobile and airplane. Statistical detail has been intentionally largely omitted. Rather has the attempt been made to give a glimpse, necessarily incomplete, of the city viewed as a living colonial organism in its changing relationships, on the one hand to its physical environment, and on the other to its cultural inheritance.

HIGH SCHOOL TRAVEL CLUBS*

R. J. KEHOE
Harper High School
Chicago, Illinois

To direct the wanderlust that naturally dwells in the minds of adolescents, into purposeful educational channels by awakening curiosity about distant and alluring countries, is the primary aim of most travel clubs in the high school. Moreover, the careful guidance of members of travel clubs brings about a reality in the teaching of geography which is the aim of every good geography teacher.

I can offer you nothing that is startlingly new in the consideration of this subject of travel clubs. However, I can give you some ideas gleaned from my own experiences and those of others which I have seen put into practice, hoping that some of them may be new to you.

The organization of a travel club must be such that a real spirit for new adventure is experienced by the members. This calls for imagination and originality in everything from the naming of the club to the final program of the year. The group may decide to pretend that their travel club is an airplane, it then naturally follows that the president of the club becomes the pilot, the secretary, the co-pilot, and the program chairman, the stewardess. Similar organizations may be built around the idea of a boat, a zeppelin, a train, or a bus.

The club should belong to and be conducted by the students who form its membership. They should carry out their own original ideas purely for enjoyment. Nevertheless the faculty adviser should also be prepared with many ideas for activities which will help the pupils come to really know the countries they will discuss, to see in a vivid and realistic way the city and country life of their people, and to exchange the experiences they have had with other members of the club. Here are some devices which I have used from time to time.

I have found those tried and true educational and recreational devices such as lantern slides, motion picture films, field trips, travel programs, and pictures to be of great value. Not only do we use the motion picture films which are prepared for purely educational purposes, but also the popular motion pictures that carry locales of

* Presented at the Geography Round Table, Department of Secondary Education, N.E.A., Detroit, Michigan, June 28, 1937.

real geographic value. Such a one is "God's Country and the Woman," a story of the lumber industry in the Northwest, and "Elephant Boy," a movie of India, is another.

The reading and discussion of books about other countries is always another interesting and worthwhile activity whose value depends, of course, upon a wise selection of books. Guest speakers from the Field Museum of Natural History, with their excellent pictures, and consuls from the different countries are welcome to the travel clubs in our Chicago high schools. A good outside speaker is always acceptable to a travel club program.

But high school pupils are generally interested in preparing programs themselves. Hence we have certain meetings set aside for days of different nations when the pupils wear the native costumes, sing the national songs, dance the folk dances, and serve typical tidbits of the country of the day. All these things awaken a desire to experience in reality the things portrayed. Often otherwise indifferent pupils become interested in a particular country which has had its travel club day and do a great deal of subsequent reading about it.

Another occasion welcomed by all the members is Imitation Day on which the club members imitate figures public and otherwise whom they hope to meet on their trips. Still another group of days are those when the club travels in imagination with a certain type of character; they eat around the world with the epicure; they see the clothes of the world thru the eyes of the traveling dressmaker; they witness the games and pastimes of different nations as they travel with the sportsman. The artist, the musician, the writer, the statesman, the businessman, the workman, and even the hobo, can, in this way, give varying impressions of the world. The members are taught that they should see the world not thru the eyes of one of these characters only, but thru the eyes of all; so that when actual travel comes the members will be able to appreciate everything of interest and of value in our own and foreign countries.

We have found the presentation of skits to be a good device. These skits are written by members of the club. They portray life in different countries; the difficulties of traveling on trains, ocean liners, and airplanes; the problem of tipping and the selection of sensible clothing, among other things. In short, the club is taught proper travel etiquette, the knowledge of which is essential to any person who hopes to travel. Moreover, in these skits, from time to time, is demonstrated the contrast between a person who goes to

Europe having spent some time in intelligent reading about the countries before hand, and another person who finds himself suddenly transported into a foreign land where he feels ill-at-ease and where sight-seeing becomes irksome to him, because he was too indifferent to prepare himself by studying geography, reading travel stories, and by training himself thru life to ask the *why* of things. Then again skits satirize persons who travel by the menu, or by the nightclubs, forgetting that foreign countries hold things of cultural value.

Thru the club we hope to develop salesmanship, hence many of the boys represent steamship and railroad agents in talks before the group. These sales agents vigorously portray the advantages of certain trips and the great value of visiting certain countries. The recent coronation and the Paris exhibition formed interesting sales talks for pupils. To give these talks, preparation is necessary. The boys vie with one another to see who can sell his country most convincingly.

Individual interests and aptitudes should also be made use of. The juvenile stamp collector may display his treasures and add to the enjoyment of the group. Girls interested in dress-designing and sewing may make and model costumes of different countries, or better still design complete wardrobes suitable for different types of trips. Those who can write should be encouraged to submit travel stories and travel diaries for publication in the school paper. Artists can draw scenes of places they wish to go; musicians and dancers may like to share their gifts by presenting foreign selections for the entertainment of the club.

The closing activity of the year has always proved one of special interest to me. After the members of the club have read and talked about different places in the world, they are asked to select a favorite place which they would like to visit. Each member is allowed only one. A huge map of the world is drawn on wrapping paper by the club. Then each member either draws or pastes a picture of his favorite place at its location on the map and subscribes his name below it. The interest that this arouses is sustained even during the closing week of school when all are busy.

From the foregoing one can see that travel clubs have distinct geographic value. They are also of great social value to the pupils in-so-far as they teach them that true social intercourse with nations and with peoples is based upon a common interest and a mutual understanding of *how* and *why* people live and work as they do.

A MAP FOR DIAGNOSTIC PURPOSES

GRACE F. JESSOP
Taylor Allderdice Junior High School
Pittsburgh, Pennsylvania

How to discover the cause of individual failures in geography is not always easy, and, generally we accept either a low I.Q. or the lack of reading ability as satisfactory explanations. If the teacher can persuade a child to discuss his own problems, she may learn that the interpretation of maps is one of his difficulties.

"I can't read maps." "I don't know how to find places on a map." "I can't tell which way a river flows. These are common statements of children doing poor work.

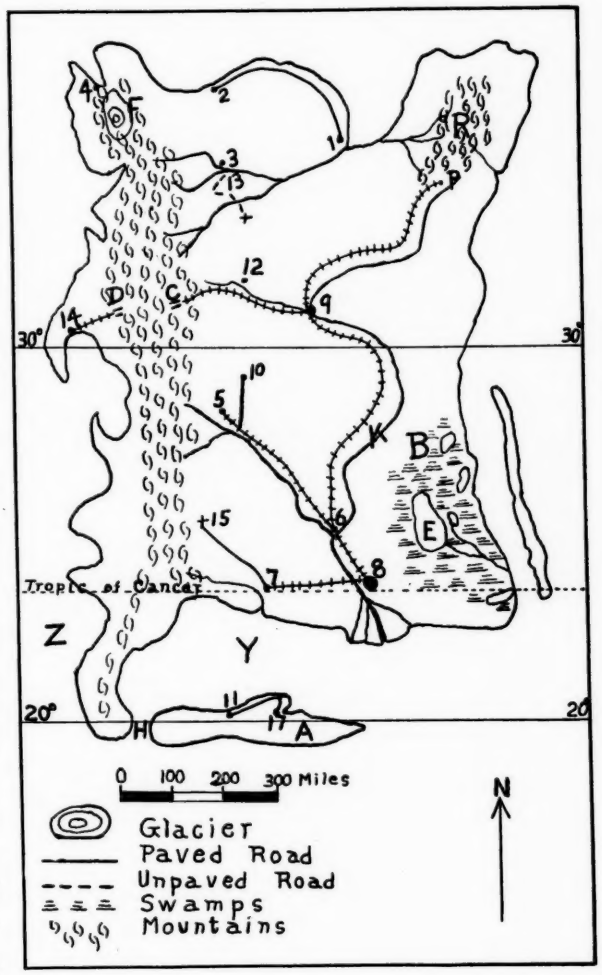
This suggests the advisability of using exercises by which the pupils' map reading difficulties can be discovered. To eliminate the element of memory, a hypothetical map is a better basis for testing than one in the textbook. Such a map can be prepared by the teacher for any grade by using only those symbols with which the children are familiar. For real diagnostic value the test should be presented at the beginning of a semester's or a year's work. Then there is

GRADE	7B[1]	7B[2]	7B[3]	7B[4]	7B[5]
NO. PUPILS	38	42	37	40	32
Question		*Number of Incorrect Answers*			
1.	6	1	4	4	1
2.	1	0	1	4	1
3.	13	6	6	6	5
4.	5	4	12	7	3
5.	35	33	32	31	25
6.	7	3	10	8	3
7.	30	34	28	33	28
8.	4	3	2	1	2
9.	23	21	17	10	15
10.	8	5	19	11	8
11.	3	1	2	3	5
12.	18	10	18	28	10
13.	34	32	28	29	11
14.	10	9	12	12	5
15.	13	12	10	17	6
16.	8	9	8	17	8
*17.	12	13	23	10	12
*18.	24	29	23	22	17
*19.	5	7	13	16	3
*20.	14	16	20	26	16

* Many pupils did not complete the test beyond question 16.

opportunity to re-teach and to clarify misunderstandings, and to plan the units of study so as to frequently review those symbols most generally missed.

The following lesson is used early in the seventh grade. The classes are composed of pupils from several schools and are entirely new to the teacher. By studying the results of individuals and of the classes as a whole, the teacher foresees probable difficulties, finds the level on which to begin the work, and gains some idea of how much to expect from the children. A table of the results of the test given in February, 1937, are self explanatory.



It is obvious that question 5 needs to be discussed in each group. We find two factors in the question which might be the cause of failure. One is the meaning of the term "downstream"; the other, the ability to recognize that rivers flow toward the sea and not from the sea. In number 9 we find a similar difficulty, for children are prone to trace a river from the coast inland. It will also be noticed that some children have not learned "direction" on a map.

When the number of pupils missing a question is very small it is wiser to give individual help outside of the regular class hour, otherwise much time is lost.

After developing the ability to use the "tools" intelligently, children frequently change their attitude toward the geography work.

A MAP TEST

Directions: Here is a map of an imaginary country. Nearly all the map symbols that you have used in your study of geography are on the map. Those which you have used less often are given in the legend. The twenty questions about the map are to test your ability to read maps. Write all answers on the separate paper.

Part 1.

If the sentence is true, write YES for the answer. If the sentence is not true, write NO.

1. There is an island at A.
2. There is a lake at E.
3. There is a railroad connecting 1 and 2.
4. You would travel west when going from 3 to 1.
5. A tourist landing at 4 would travel downstream to reach the glacier at F.
6. The shortest water route from Y to Z is thru the strait at H.
7. It is farther from 5 to 6 than it is from 7 to 8.
8. The city at 9 is smaller than the city at 10.
9. The melting snows from the mountains at R run off toward the west, the southwest, and the southeast.
10. The city at 11 is farther east than the city at 12.
11. Logs put into the river at P would float downstream toward 9.

In each of the following sentences you have three answers suggested. Only one in each question is correct. Copy the correct answer.

12. The place represented by 13 is:
    a. A river
    b. An unpaved road
    c. A railroad
13. The railroad connecting 12 and 14 passes:
    a. Over the mountains
    b. Thru tunnels in the mountains
    c. Over a broad plain
14. There are no cities in the southeast because:
    a. There are mountains
    b. There are swamps
    c. There are glaciers
15. The largest city in this country is:
    a. On a delta
    b. In the mountainous part
    c. On an island
16. You would be on water if you were at:
    a. F
    b. R
    c. K
17. The city at 14 is located:
    a. On the equator
    b. North of the equator
    c. South of the equator

18. D and C are:
    a. Tunnels
    b. Bridges
    c. Waterfalls
19. Wool exported from 15 would probably be taken by truck to 7 because:
    a. 7 is south of 15
    b. The land is level
    c. There is a paved road between the two places
20. The swamps at B show that the land is:
    a. High land
    b. Well drained land
    c. Poorly drained land

THE ANN ARBOR MEETING OF THE NATIONAL COUNCIL OF GEOGRAPHY TEACHERS

FLOYD F. CUNNINGHAM
Secretary

The twenty-fourth annual meeting of the National Council of Geography Teachers was held at the Michigan Union Building, University of Michigan, Ann Arbor, Michigan, on December 27 and 28, 1937.

An excellent program, arranged by President Earl E. Lackey, was well received by the large number in attendance. The organizing core was *Researches Needed in Geography*. The theme of the opening session was "Geography in Education." Dean J. B. Edmonson of the School of Education of the University of Michigan delivered the first address on the subject, "The Goals of Education and Implications for Teachers of Geography." Dean Edmonson stressed the contributions of geography to international understanding by emphasizing the common problems of humanity and the interdependence of nations. "Modern education has become distinctly efficient in its implications and purposes and the goal set up by the Michigan Education Planning System recognizes this fact," said Dean Edmonson. "Uncertainty as to the best solution for the problems of vocational education has tended to cause confusion concerning objectives," he declared. "It is granted that the schools must adjust their programs to meet the demands of a shifting occupational scene but the best solution of this problem is not readily found." The second paper of the morning session by Roderick Peattie, Ohio State University, was entitled "A Philosophy of Geography for the Schools of American Democracy." Dr. Peattie especially made a plea for a philosophy of geography that will require and encourage individual thinking. "The greatest service which education can

make to democracy is the encouragement of individual thinking and intelligence. We can achieve training of the individual only insofar as we abandon rote learning and the presentation of facts. We must give to the student inspirational challenges. Mental discipline is self-discipline. Geography is a science of rationalization; when properly taught, it involves the intellectual process and encourages individual curiosity. The development of individualism fosters tolerance for the individualism of others. The very preservation of one's own individualism teaches social tolerance. We are all parts of a social community. The school system itself stands witness to this. Nor is tolerance to be limited by a false sense of nationalism. The goal of democracy is world embracing. The complete democracy is a form of internationalism," said Dr. Peattie.

The program of Monday afternoon was given over to a discussion of the topic, "Researches Needed in the Teaching of College Geography." H. O. Lathrop discussed the problems in teachers colleges; Henry F. Becker, the problems in colleges of arts and sciences, and A. J. Wright, the problems in colleges and schools of business. A discussion following the presentation of the papers was led by Esther S. Anderson and Erma Hodgson. The program was enlivened by a number of others who also actively participated in the discussion. Monday evening O. W. Freeman presented an excellent paper on "Geographic Planning in the Pacific Northwest." "It seemed beyond question," he declared, "that using geographic knowledge to aid in planning the development in a new region like the Pacific Northwest will lead to an orderly utilization of resources to the protection and conservation of soil, forests, minerals, water and wild life; and to improved opportunities and more favorable conditions of life for the average man. When irrigation in the Columbia River basin is fully developed, it will support indirectly 200,000 persons instead of the present 20,000, with a like increase in the subsidiary towns."

The Tuesday morning program was given over to the topic, "Researches Needed in the Teaching of High School Geography." "Geography in the Social Studies" was the title of a paper presented by Frank E. Sorenson; the "Commercial and Industrial Phases" were discussed by Thomas Barton. A paper analyzing the "Physical and Political Phases" by David J. Swartz was read by Miss Lucia Harrison. A discussion followed led by C. C. Barnes, Director of Social Studies, Detroit, Michigan, and Claire Symonds of the Senior High School, Quincy, Illinois. The subject for the

discussion Tuesday afternoon was "Researches Needed in the Teaching of Elementary Geography." "The Problems in Visual Instruction" was well discussed by W. M. Gregory. F. E. Lord, in his discussion of the problems in the elementary school, urged the Council to sponsor a united effort in the solution of many problems facing elementary school geography. Problems for investigation were presented in groups according to the technique which might be employed by the Council in seeking their solutions. The groups were: (1) problems which call for a pooling of the experiences of successful teachers of children at the elementary level; (2) problems which are rather technical and call for the judgment of specialists in geographic education; (3) problems in study and learning which require careful interview technique; (4) problems which require a comparison of procedure and practices and therefore seem to call for some type of controlled experiment. Erna G. Gilland discussed "Criteria for Functional Maps." The discussion following was led by Nora E. Zink and Villa B. Smith.

The address following the annual banquet was given by Dr. J. E. Orchard of the School of Business, Columbia University, who analyzed very carefully some of the geographic problems in the Far East. The Council is greatly indebted to Dr. Orchard for the scholarly address.

BUSINESS MEETING, 1937

The annual business meeting of the Board of Directors and Executive Committee of the National Council of Geography Teachers was held in two sessions, the first at 8:00 P.M. on December 27 in the University of Michigan Union and the second at the same place at 9:30 P.M. on December 28.

FIRST SESSION

The minutes of the 23rd annual meeting held at Syracuse were read by the secretary and approved.

The nominating committee, consisting of C. E. Cooper, chairman, Chester McKim, and Katheryne Thomas Whittemore, presented its report which consisted of the following slate:

President, J. R. Whitaker
First Vice-President, Edwin J. Reeder
Second Vice-President, Marguerite Utley
Secretary, Floyd F. Cunningham
Treasurer, H. H. Russell
Member Distinguished Service Award, S. S. Visher, term to expire in 1942
Directors at Large (elected for one year): George Primmer, Ruth Baugh, Thomas Barton, H. H. Addicott
Executive Committee: O. W. Freeman (for one year, term to expire in 1938, to complete term of Floyd F. Cunningham, resigned); Esther Anderson, William J. Berry, A. E. Parkins (term to expire in 1940).

By vote of the Board the slate was elected as presented.

President Lackey read a letter from Chairman Robert Brown of the Distinguished Service Award Committee which stated that no award was to be made for the year 1937. The report was approved.

President Lackey read a report compiled by Chairman Alice Foster of the Committee on Political Geography. It was moved that the committee be commended for its work and that the committee be discharged. The motion carried.

Miss Marguerite Uttley, chairman of the Committee on Tests, reported that the fourth grade test would be ready to be tried out sometime during the coming year. The report was approved.

There followed a discussion relative to the Bulletins Committee, of which Mr. George F. Howe is chairman. After a brief discussion it was moved that the committee be commended for its work and that the committee be discharged. The motion carried.

The report of President Lackey was next taken up point by point. It was agreed that more literature relative to the JOURNAL should be distributed at state and regional meetings. The matter was left largely to the editor of the JOURNAL and the secretary for effecting such distribution. President Lackey read letters from Frank Williams, Preston James, and J. R. Whitaker relative to the National Council undertaking the work of delineating climatic regions if the Board of Directors saw fit. A thoro discussion followed.

It was moved that the incoming president be empowered to appoint a committee of three for working on classification of climates, the three members to select additional members if the unfolding of the program rendered it desirable.

There was a full discussion relative to the possibility of the National Council undertaking to summarize and abstract researches in geographic education which are scattered here and there thruout the country, but which have not been published. The discussion resulted in a motion as follows: that the incoming president appoint Miss Nora Zink chairman of a committee with power to select helpers to carry on work of summarizing and abstracting researches in geographic education; that the committee propose some means of making it available; and that the committee be allowed an amount not to exceed $50 for such work. The motion carried.

The matter of the criteria relative to atlases transmitted to the National Council from the British Geographic Association was next taken up. It was moved that the criteria concerning the evaluation of school atlases received by the Council from the British Geographic Association be referred to the Education Relations Committee for its evaluation and that the findings of the committee be reported to the Council before being transmitted to the British Assocation. The motion carried.

SECOND SESSION

There was a brief discussion relative to the auditing of the Treasurer's books. It was moved that hereafter the president appoint an auditing committee just prior to the annual meeting. The motion carried.

It was moved that a committee be appointed to study the best procedure for the payment of all bills, a report of the committee to be made at the next annual meeting. The motion carried.

Mrs. Erna Grassmuck Gilland, chairman of the Educational Relations Committee, made her report touching on the American School of the Air, the Tokyo meeting, and the geography meetings held in connection with the National Education Association. Her report was accepted.

The Resolutions Committee, consisting of H. J. Chatterton, chairman, C. F. Moses, and Helen M. Strong, presented the following report:

Your committee wishes to present the following resolutions to the National Council of Geography Teachers assembled in the Michigan Union in Ann Arbor, Michigan, December 27 and 28, 1937.

1. That the appreciation of the Council be expressed to the individual members of the Geography Department of the University of Michigan and to the members of the local committee for their many kindnesses, suggestions, and careful preparation for the reception of the Council in Ann Arbor, which have made the meeting so pleasant and successful.
2. That the thanks of the Council be expressed to the management of the Michigan Union for the hospitality extended to the Council and for the liberal space allotted for the meetings.
3. That the president of the Council be instructed to convey to Dean J. B. Edmonson the thanks of the Council for his gracious willingness to appear on our program and for his valuable contribution to it.
4. That the thanks of the Council be expressed to the officers and others responsible for the preparation and carrying thru of the effective and unified program at this session.
5. That the President of the Council be instructed to write a letter of appreciation to Professor Ray H. Whitbeck, expressing the gratitude of the Council for his long distinguished and self-sacrificing service on the Distinguished Service Award Committee and in the many activities of the Council.
6. That the appreciation of the Council be expressed to the authors and editors of *Our Natural Resources and Their Conservation* for the royalties received during the year 1937.
7. That the sympathy of the Council be expressed to Miss Lyda Davis in her unfortunate illness and express our hope for her speedy recovery as well as acknowledge its indebtedness for her contributions to the meeting and her long and faithful service.
8. That the Council express its appreciation for the hospitality extended to the Council at the tea given by the Board of Regents of the University of Michigan.

It was moved that the report be accepted. The motion carried.

A motion was made that the treasurer have flowers sent to Miss Lyda Davis, member of the Council, who was suddenly taken ill after arriving and who had to be taken to a hospital. The motion carried.

There was a discussion relative to the National Council lending encouragement to the completion of one or more specific pieces of research work in geographic education. It was moved that the incoming president be authorized to appoint a committee to stimulate and encourage the completion of one or more specific pieces of research work in geographic education, a report to be made at the regular meeting of the Board next year. The motion carried. It was suggested that people interested in carrying forward research problems be invited to write President Whitaker to that effect.

Esther Anderson reported on the formation of new state councils. Her report was accepted.

Mr. H. H. Russell, Treasurer, presented his report in mimeographed form which was approved by the board.

The National Council voted to send annual dues of $25 to the World Federation of Educational Associations.

After some discussion relative to the use of funds which have accumulated for research purposes the following by-law was proposed:

A standing committee of five on research funds, and research in geographic education (to be called the Research Committee) shall be appointd by the Executive Committee of the National Council of Geography Teachers; one member to be, ex-officio, the Treasurer of the National Council; the second, third, fourth, and fifth members to be appointed for periods of one, two, three, and four years respectively. At the termination of each of these periods, and thereafter, successors shall be appointed by the executive committee

for terms of four years. Members of the Research-Finance Committee, which is hereby discontinued, shall be members of the Research Committee (hereby created) for three and four year terms, the member whose present term expires first shall serve three years and the other member for four years.

It shall be the duty of the Research Committee to solicit research funds, to administer the same, to receive applications for grants-in-aid from the fund, and make such appropriations as in its judgment give promise of producing worthwhile results.

It was moved that the by-law be accepted. The motion carried.

The Committee on Research Funds, elected at a meeting of the Executive Committee, Mr. Whitaker presiding, is as follows:

The Committee on Research Funds: Edith Parker, term to expire in 1938; Zoe A. Thralls, term to expire in 1939; Robert Brown, term to expire in 1940; Wallace W. Atwood, term to expire in 1941; H. H. Russell, Treasurer and member ex-officio.

The following letter from George J. Miller was read by the Secretary:

To Board of Directors
National Council of Geography Teachers

Last year Mr. McKnight reported to me that there was a probable market for geography cross-word puzzles. Accordingly, I compiled those that had appeared in the JOURNAL, prepared others to round out a set, and arranged them so that they could be published in the form of one puzzle to a page. This will enable the teacher to use one or more puzzles, as she desires, for aid in teaching. Answers are published separately. This is the 1938 contribution to the Geographic Education Series and the research fund. The set will be ready for distribution about the middle of March, 1938.

(Signed) GEO. J. MILLER

There followed a discussion relative to the place of meeting next year. It was the judgment of the group that the National Council should hold its 25th annual meeting at Harvard University, Cambridge, Massachusetts, but the final selection was left to the President and Secretary.

The meeting adjourned.

INTEREST-STIMULATING DEVICES

Game to Check Recall

This game, which most children enjoy, not only strengthens their ability to use geographic terms, identify cities and associate them with man's activities, but keeps each member of the group on the alert the entire time.

Each child chooses some place or activity which has been studied during the term. The leader begins the game by saying, for example, "I am thinking of a place which begins with the letter A."

A member of the class may ask, "Is it a place in New York where there are numerous summer camps and summer hotels for vacationists?"

The leader may reply, "No, it is not the Adirondacks."

Another may ask, "Is it a valley in New England noted for its potatoes?"

The leader, if this was the region of which he was thinking, will answer, "Yes, it is the Aroostook Valley."

The child who guessed correctly becomes leader and tells the initial of the place, activity, or word of which he is thinking. This game may be limited to places, to activities, to vocabulary words or to a combination, the leader designating whether he is thinking of a place, an activity, word, or object.

Ground Glass Slides

To make the map real and to help the children acquire the ability to identify places on uncaptioned maps or on the small maps in their textbooks, it has been found helpful to use slides. These slides may be made by tracing the map desired on ground glass slides. These glass slides may be purchased from kodak companies for sixty-five cents a dozen. By focusing the map slide on the blackboard or tag board, the child can draw in the city, river, delta, strait, dam, etc., as it is being discussed in class. This is very helpful in fixing the ideas of upstream, downstream, city on both sides of the river, etc. The ground glass slides can be used over and over again as ink and pencil marks can easily be erased or washed from them.

OPHELIA SMITH

Robert Fulton School
Cleveland, Ohio

What Is It?

The answer to "What Is It?" is to be obtained by the class from clues derived from questioning a leader who alone knows the answer to the game being played.

The teacher or pupils first pick a leader who selects a place, an economic product, a natural or cultural landscape feature, preferably one that has at some time been discussed in class. As soon as a student formulates a question he raises a hand, and the leader permits him to state the question. At first, only questions that the leader can answer by "yes" or "no" are allowed. Since classification of "It" is the first clue sought, these questions are suggestive:

Is it a physical feature? A place? A product? A work of man? If it is a physical factor, they next ask such questions as: Is it a river? A mountain? Then by questioning they find its location, usually with reference to a continent, a country, a state, etc. To aid them in formulating these questions, they have access to maps, globes, and charts. Questions are continued until the students have strung together a fairly clear idea of what "It" is. Then the class is entitled to three chances to name a specific

product, landscape feature, or place that it thinks embodies all those characteristics that the students have gleaned from their questioning. If they fail in these three chances, the class loses, and the leader scores and tells the answer. Otherwise the student who guessed right becomes the next leader.

At times there are naturally some poor questions asked and repetitions of questions. Also "It" may be too easily guessed, or beyond the comprehension of the class. On the other hand the game may create a great deal of interest, and has value in teaching children to choose pertinent questions, organized so as to gain specific information directed toward the solution of a problem.

Frank Cerato

Junior High School
Akron, N.Y.

NOTE

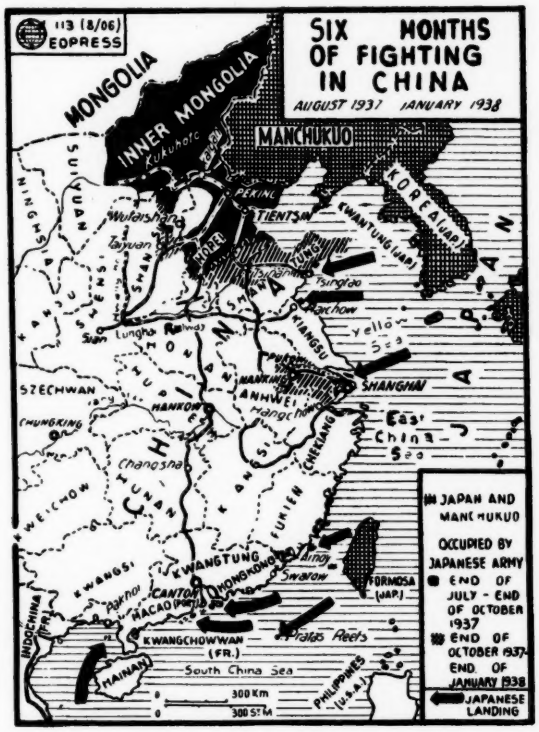
"I think the interest-stimulating devices are a very helpful part of the JOURNAL." Similar expressions of appreciation come to us frequently. You can cooperate. Send descriptions of your interest-stimulating devices to the JOURNAL. We will be pleased to pass them on as an aid to others, thru the pages of the JOURNAL. There must be hundreds of teachers who have worked out these aids in teaching. Make your description brief, clear, and exact so that another teacher may follow your directions. Send your devices at once as our files are now empty.

Editor

EDITORIAL NOTES AND NEWS

By the end of January 1938, six months had elapsed since the Sino-Japanese conflict took on the form of a war, tho not officially declared.

The territories conquered by Japan during the first three months of the conflict extended principally over North China (Inner Mongolia, Hopei and North Shansi). During the course of the last three months, the centre of operations has been in Central China, ending with the capture of Nanking and Hangchow. At the same time, in the north, Taiyuan, the capital of the province of Shansi, was occupied by the Japanese. Nevertheless, there remained behind the Japanese army an important territory in the hands of Chinese guerillas operating chiefly from Wutaishan. In South China, Japan has confined itself to the occupation of several islands near the coast.



The total territory conquered by the Japanese during the last six months is about 280,000 square miles (comprising about 155,000 square miles in Inner Mongolia, 110,000 square miles in Northern China and 15,000 square miles in Central China), equal to the total area of Germany and Great Britain combined. The population of these territories is estimated at 80,000,000 (60 million in North China and Inner Mongolia, 20 million in Central China).

Before the Japanese offensive, China, from which in the course of the last decades Outer Mongolia, Tibet and Manchukuo have been separated, had an area of about 2,850,000 square miles with about 395,000,000 inhabitants. Approximately 10 per cent of this territory and 20 per cent of the population have fallen under Japanese dominion within six months. Of the four Chinese towns with more than a million inhabitants, three are in the hands of the Japanese: Peiping (Pekin), Tientsin and Shanghai; only Canton has remained in the possession of China.

DR. W. R. MCCONNELL of Miami University, Oxford, Ohio, will direct a seminar on the geography of Europe during the coming summer. The party will visit numerous important centers on the continent and attend the meetings of the International Geographical Congress which meets in Amsterdam, July 18-28. We understand that teachers interested in combining such a study trip with attendance at the meeting of the Geographical Congress may secure additional information from the Educational Travel Institute, 55 Fifth Avenue, New York City. For information concerning the Congress address the National Research Council, 2101 Constitution Ave., Washington, D.C.

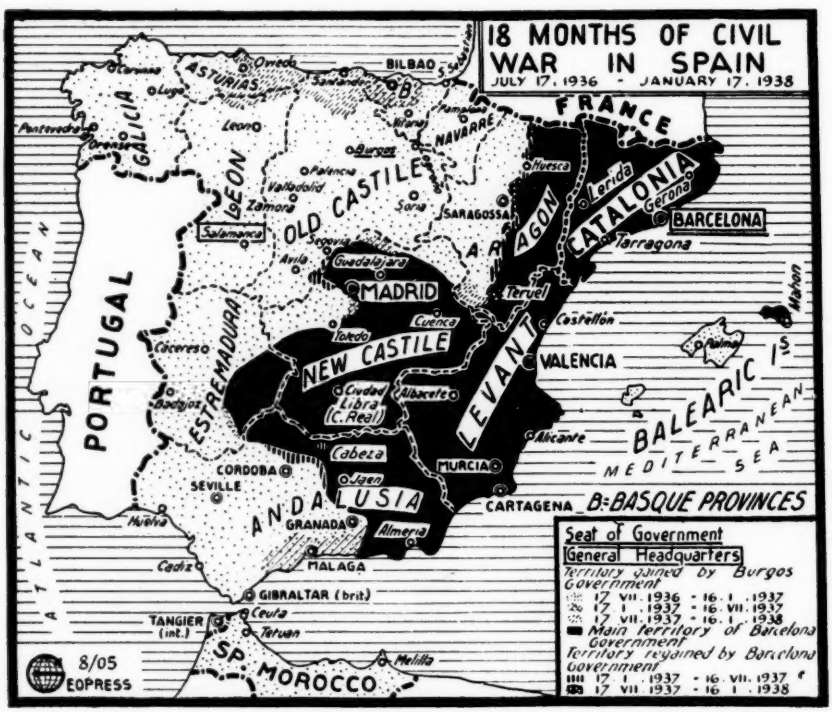
DR. GLENN TREWARTHA of the University of Wisconsin will be guest professor at Columbia University during the coming summer session.

The first meeting of the Geography Section of the Georgia Education Association will be held in Atlanta on April 15. The program will consist of a paper by Mrs. Mattie Sue Walker on "Visual Aids in Teaching Geography" and one on the "Geography of Georgia" by Mrs. E. F. Dorris. Mr. D. E. Sites, cartographer for the Rand McNally Co., will discuss the "Use of Maps and Globes." E. S. Sell, Professor of Geography, University of Georgia, will be chairman of the meeting.

A staff of seventy research workers and linguists in German, French, Spanish, Italian, Russian, and Danish languages, is preparing comprehensive bibliographies of all of the American possessions. The bibliography on "Guam, Series A" is now ready. This work is being done under a grant by the Works Progress Administration. The material should be of great value to teachers and libraries. It is available to libraries, schools, and other organizations, free of charge. Address your request to Charles F. Reid, Editor, Bibliography of the American Possessions, College of the City of New York, Convent Avenue and 139th Street, New York City.

CORA P. SLETTEN, State Teachers College, Mankato, Minnesota, and Assistant Editor of the JOURNAL, will teach during the coming summer session at Western Reserve University.

The civil war in Spain continues. Areas claimed by each side in the struggle have changed hands so frequently that we have not felt justified in publishing a map showing the situation. However, the warring factions appear to be making little progress at present. The accompanying map shows the situation as it existed recently. Study of



the map gives rise to numerous interesting questions for your consideration. What are they fighting for? Why should a civil war in Spain cause so much worry to other European nations? Why have Italy, Germany, Russia, and possibly others, given aid to one side or the other? What would happen if Italy withdrew its aid? What natural resources are available to the combatants in the areas held? Why are some of the centers like Bilbao, Teruel, and Madrid of such importance? What bearing does the outcome have on the position of other nations, like France and Great Britain, in the Mediterranean? Here is a great "problem area" that offers opportunity for geographical, historical, and political study.

For the first time, according to the U. S. Department of Commerce, catalogs for the British Industries Fair held at London and Birmingham, February 21 to March 4, have been published in nine foreign languages. As many as seventeen languages have been used for the display cards, and some of the firms who have leased exhibit spaces are featuring attendants who speak as many as eight languages.

The relocation of the exact boundary separating Connecticut and Rhode Island is being conducted by civil engineers in the Works Progress Administration under direction of the United States Geological Survey. Many old monuments along this line had all but disappeared. By plane table methods, topographic features will be mapped a distance of 2,000 feet on each side of the line. The completed map will show in detail the roads, streams, bridges, woods, and property thru which the line passes. With such a base map, soil survey maps can be made. Also, the map will facilitate accurate appraisals of property for tax purposes as well as title transfers, and will be useful in land use planning.

A new equal area base map of the world, 11″ x 17″, is now available on Stilgenbauer's Lobate Globoid Projection, prepared by Floyd A. Stilgenbauer, Wayne University, Detroit.

How location with reference to a new human need results in capital gain is illustrated by those small islands of the Pacific, Midway, Wake, and Guam, now used as landing bases for the China Clippers. Midway, 9 hours and 22 minutes of daylight flying from Pearl Harbor, Honolulu, first met a human need when Sand, the larger of the two islands in the Midway group, became a Pacific Commercial Cable Station. Prior to that, these islands were the nesting place of numerous wild fowl, especially the southern albatross or gooney, whose feathers were in demand in the millinery trade. To save the bird life from extinction, Theodore Roosevelt had Midway annexed as the western outpost of the Hawaiian Bird Reservation. Now the China Clippers land on the lagoon between the island and the coral reef surrounding it, and passengers are taxied in motor boats to the beach lined with rows of gasoline filled drums. An automobile, with tires adapted to the loose sand of the island, takes the passengers inland a mile to a modern one story hotel, situated in a tropical garden made possible by imported soil and water supplied by a windmill and a rain-filled storage tank. After a night's rest for the passengers and crew, and a refueling, fumigation, and checking of the Clipper, the air ship leaves early the next morning, arriving that afternoon in Wake. The next day Guam is conveniently reached before nightfall, and the following day finds the Clipper at the Philippines where the take-off the next morning is made for Hongkong. Similar islands, situated in the right direction and conveniently spaced for a day's flying on one fill of gasoline, have been selected for Pan American Airways' take-off to Auckland, New Zealand. Lacking such a take-off we make one to order in San Francisco Bay,

hook it to the San Francisco-Oakland Bridge, feature it as a site for a Fair Ground, dedicated to new achievements in transportation and the promotion of an air-minded America, and then reserve it for a Pacific air line base. Thus a new pattern of transportation is being flung across the Pacific, and several small and seldom visited islands are getting a new cultural individuality, developed to meet the needs of commercial aviation, as well as the needs and comfort of the personnel and passengers of the liners winging the Pacific.

Ovid Miller McMillion, Concord State Teachers College, Athens, West Virginia, a former instructor in Fairbanks, Alaska, supplied the following information in answer to a query recently sent the Journal regarding the way city water pipe lines in Fairbanks are kept from freezing in winter. Since it is impractical to lay the pipe lines below the frost line, they are laid only four to six feet below the surface and near steam pipes supplying some parts of the city with steam heat from a local heating plant burning coal. Wells tap water supplies below the frost line. Buildings not hooked up with the city pipe lines may have their own wells or buy water delivered in heated trucks. Some of these conveyances have wood burning heaters. All water and sewerage pipe lines and hydrants, not adequately protected by the steam pipes, are heavily insulated.

Clara M. Shryock, assistant superintendent of Cambria County Public Schools, Pennsylvania, has been the adviser of the Cambria County Geography Club since its organization in 1926. Every year the club sponsors two sessions during the two-day Teachers' Institute in October, a luncheon meeting in December, and another in the spring. These well-attended meetings featuring speakers, units of work, and new geographic materials, are helping promote better teaching in geography and a widened horizon of the place geography has in education.

The next British Empire Exhibition is to be staged in Glasgow, beginning in May and continuing for six months. All structures are temporary, except the Palace of Arts. The pavilions will feature the resources and development of the British Empire. Since the shipyards of the Clyde have turned out some of the world's greatest liners and battleships, it is to be expected that marine engineering will be one of the outstanding exhibits of the exposition. The attendance is expected to reach 20,000,000.

GEOGRAPHICAL PUBLICATIONS

J. Russell Smith. **Men and Resources: A Study of North America and Its Place in World Geography.** 720 pp., 329 diagrams, maps and pictures. Harcourt, Brace and Company, New York, 1937. $2.20.

Men and Resources, is an innovation in high-school geography texts.

This book is not a physical or world economic geography text, it is, rather, a regional study of North America. A regional treatment consists of an historical orientation, a description and interpretation of man's activities, special consideration of commerce and industry, the focusing of attention on critical conservation problems, and a comparison with other similar regions of the world. In each region the author stresses the economic and social phases of geography and emphasizes geographic relationships and understandings.

Part I, The United States in World Geography, contains 546 pp., and 33 chapters, 29 of which are devoted to regions. Part II, The Northlands and the Southlands, contains 149 pp., and 12 chapters.

The popular, sweeping style and thought-provoking content of this text should be of intense interest to high school and college student alike. With a text of this kind it should not be difficult for high school administrators and teachers to justify geography in the curriculum. Educators will praise the social science part of the text and its emphasis on attitudes, concepts and understandings.

A few of the many unique features in the book are the descriptive titles of the regions, the pencil sketches of representative regional scenes, the method of locating a region by showing it in black on an outline map, and the store-house of teaching aids found at the end of each chapter.

Every high school and college geography instructor should become thoroly acquainted with this book. As a text, it will go far in putting geography in the high school curriculum.

THOMAS F. BARTON

Southern Illinois State Normal University

NEW PUBLICATIONS

Hans. Hummel. **Südosteuropa und das Erbe der Donaumonarchie.** 64 pp. Illustrated; Rupert von Schumacher. **Siedlung und Machtpolitik des Auslandes.** 74 pp. Illustrated. B. G. Teubner. Berlin. 1937.

Volumes 4 and 5 of the Macht and Erde series.

Ready-Reference Atlas of the World. 160 pp. Illustrated. Rand McNally and Co., Chicago, Ill. 1937. $1.00.

In addition to the 33 political maps there are relief maps of each continent and a separate map for U. S. auto road mileage and for U. S. railroad mileage, and a chart for U. S. air-line mileage. An illustrated text describes each principal country. Each place name is indexed and the population included in the index.

Jerome J. Henry. **The Nichols Terrace: an Improved Channel-Type Terrace for the Southeast.** United States Department of Agriculture, Farmers' Bulletin No. 1790. 13 pp. Illustrated. Supt. of Documents, Wash., D.C. 1937. 5 cents.

Economic Georgraphy. B. E. W. Service Booklet No. 8. 39 pp. The Business Education World, 270 Madison Ave., N.Y. 1937.

A reprint of a series of ten articles published in the *Business Education World,* Vol. 17, Sept., 1936—June, 1937, edited by Dr. Douglas C. Ridgley.

Kendall Banning. **West Point Today.** 312 pp. Illustrated. Funk and Wagnalls Co., N.Y. 1937. $2.50.

What life is like at West Point.

Oscar Waldemar Junek. **Isolated Communities, a Study of a Labador Fishing Village.** 131 pp. Illustrated. American Book Co., N.Y. 1937.

One of the American Sociology Series edited by Kimball Young. A description of the culture pattern of the old French folk community of Blanc Sablon on the Strait of Belle Isle.

Godfrey Sykes. **The Colorado Delta.** American Geographical Society Special Publication No. 19. 193 pp. Illustrated. Published jointly by the Carnegie Institution of Washington and the American Geographical Society of N.Y. 1937. $4.00.

The history of the explorations and early navigation on the river; the physiographic history, especially the results of the various enterprises for purposes of control, protection or diversion of the river; analyses of the effects of tides, evaporation, and native vegetation.

Handbook of Latin American Studies, by a number of scholars, Edited by Lewis Hanke. 516 pp. Harvard University Press, Cambridge, Mass. 1937.

The important publications of 1936, many of them annotated, in the various humanistic fields. Prepared under the auspices of the Committee on Latin American Studies, assisted by a grant from the American Council of Learned Societies.

Helen Pratt. **China and Her Unfinished Revolution.** 173 pp.; **Japan—Where Ancient Loyalties Survive. 188 pp.; Russia—From Tsarist Empire to Socialism.** 202 pp. American Council, Institute of Pacific Relations. 1937.

A series of studies of countries and peoples in the Pacific area.

Rafael Picó. **Studies in the Economic Geography of Puerto Rico.** 84 pp. Illustrated. The University of Puerto Rico Bulletin No. 1, Series 8. September, 1937. Published by the University, Rio Piedras, R.I. 1937.

An analysis of the natural factors as related to agriculture and its problems, together with a regional treatment of the island.

Washington, Jefferson, Lincoln and Agriculture. 102 pp. Illustrated. Bureau of Agricultural Economics, United States Department of Agriculture, Wash., D.C. 1937.

A collection of observations presenting the views of these presidents on the place of agriculture in the life of the nation.